

ENTRE NOS

ENTRE NOSOTROS

AMONG US

Newsletter of the Committee on International Relations

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
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IMPORTANT

We have had many reports of excellent use of this newsletter in elementary and secondary schools. Please send us your comments.

In a few instances the reports indicate that the extra copies sent to offices of superintendents of schools are not being made available to principals and teachers. We urge all who receive copies to give them the widest possible circulation.

DISTINGUISHED VISITORS TO THE UNITED STATES

Distinguished citizens of eight American republics will visit universities and other cultural institutions in the United States during coming months at the invitation of the Department of State. These visitors include Virgilio Díaz Ordóñez, rector of the University of Santo Domingo; Camille Lherisson, professor in the Medical College at Port-au-Prince, Haiti; Carolina Nabuco, novelist and biographer; José Lins do Rego Cavalcanti, author and publicist; Francisco Mignone, composer; and Oswaldo Orico, journalist, all four from Brazil; Francisco Walker Linares, National Commission on Intellectual Cooperation, and Monsignor Francisco Vives, vice-rector of the Catholic University, both from Chile; Reyes Arrieta-Rossi, jurist, diplomat, and rector of the University of El Salvador; David Vela, editor of *El Imparcial*, from Guatemala; Catalino Arrocha Graell, educator, from Panama; and Sigfrido Gross Brown, economist, from Paraguay.

FOUR-YEAR UNIVERSITY SCHOLARSHIP

An outstanding announcement of interest to high-school students is that of the Inter-American Student Forum (Pan American Union) which is offering four years at college as the grand prize for the best paper on the subject "What Inter-American Cooperation Means to My Country." The grand award of a four-year university scholarship, valued at \$6000, will provide tuition, travel, and all reasonable expenses at any college or university in the Western Hemisphere. At least two years must be spent at a Latin American college.

All students of high-school grade in the twenty-one American republics are eligible to participate. The manuscript of not more than 700 words is to be submitted to the principal of the student's own school or to a designated teacher on or before Pan American Day, April 14, 1942, with the request that it be entered in the Inter-American Student Forum competition.

A committee of local educators in each high school will be appointed by the superintendent or principal to select the best two papers. The best two papers from each high school will be forwarded to the state superintendent of public instruction not later than May 1, 1942. The state committee will forward to the Pan American Union the three best manuscripts from the state or territory on or before May 21, 1942. A board of judges, consisting of distinguished citizens from the other American republics, will select the grand prize winner for the United States.

Specific rules for the preparation of the manuscript are these: (1) use one side of the

(Continued from page 1)

paper only; (2) papers may be typewritten or written with pen and ink; (3) each manuscript must bear the name, school, and home address of the writer in the upper left-hand corner of the first page; and (4) the name of the school principal also should be given.

In addition to the grand award there will be state awards: *First* - \$50 and Certificate of Award; *Second* - \$25 and Certificate of Award; *Third* - a silver medal.

The contest will be held also in Latin America, where manuscripts written in Spanish, French, and Portuguese will be in competition. The winner of the Latin American grand award will be chosen by a board of judges consisting of distinguished citizens of the United States.

The Pan American Union sends out the following suggestions to students:

- (1) Arrange forums or study groups under the guidance of your principal or a teacher, the student council, or history, government, Spanish, or other classes.
- (2) Invite competent speakers to appear as part of your forum programs to discuss the question of inter-American cooperation.
- (3) Watch your daily papers and listen to the radio for current discussion on the subject.
- (4) Consult the "Discussion Guide" furnished to your high school by the Inter-American Forum. It contains background material for your paper.
- (5) Exchange news stories, radio scripts, and records of meetings with other high schools in the United States.
- (6) Exchange data and correspondence with Latin American high schools. Write in Spanish.

For this purpose the Inter-American Forum will furnish names and addresses of a dozen or more schools in Latin American countries if requested to do so.

Suggestions for teachers and principals:

- (1) Display posters prominently and announce the Forum to all eligible students.
- (2) Encourage discussion and the preparation of papers.
- (3) Request copies of the "Discussion Guide."
- (4) Provide teachers or other competent persons to review the papers submitted.

For further information write to Pan American Union, Inter-American Forum, Washington, D. C.

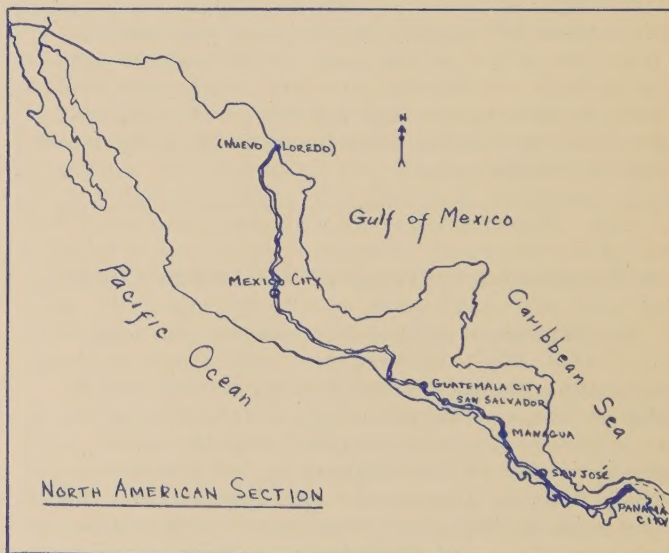
PAN AMERICAN HIGHWAY

(Information in this article comes from E. E. Valentini of the Pan American Highway Confederation, Washington, D. C.)

Recently Congress passed a bill providing \$20,000,000 for the completion of the Inter-American Highway from Mexico to the Panama Canal. Every effort is being made to bring this grandiose project to successful and early completion because its value as an artery for the diffusion of culture, appreciation, and goodwill is well realized. Costa Rica, Nicaragua, Panama, Ecuador, Paraguay, and Mexico have already received loans for highway construction, and other loans are under discussion at the present time.

Continuous inquiries come to the Pan American Highway Confederation indicating popular interest in the project: "Can I drive thru to the Panama Canal?" and "Can I drive thru to Buenos Aires?" The answer to both of these questions at present is "No." In the past sixteen years, however, since the beginning of the highway construction, phenomenal progress has been made in laying modern roads in all the Latin American countries.

The primary need in these countries is for roads that will open up their own lands to automobile transportation. Eventually all of the capitals will be linked into a network which may be properly called, "The Pan American Highway System."



The average tourist in the United States thinks of the Pan American Highway in terms of "driving thru to Buenos Aires," expecting a thru, direct highway. This is not and will not be the nature of the Highway, especially in South America. The primary need is for roads to open up the countries to the outside world, and a secondary need is to connect the capitals of all countries.

From Washington to Panama City this connection of capitals turns out to be a "thru, direct highway," but in South America capitals do not appear in a neat succession resembling beads on a string. The plan is not, therefore, ever to provide the tourist with a direct automobile route to Rio.

How far can a tourist go now? What has been completed?

A motorist can travel in comfort from any part of the United States to Mexico City and 80 miles beyond. The remainder of the Highway between Mexico City and Panama City is but 62 percent paved (or passable in all weathers); 16 percent of it can be driven only in dry weather; and 22 percent is composed only of trails as yet impassable to vehicular traffic.

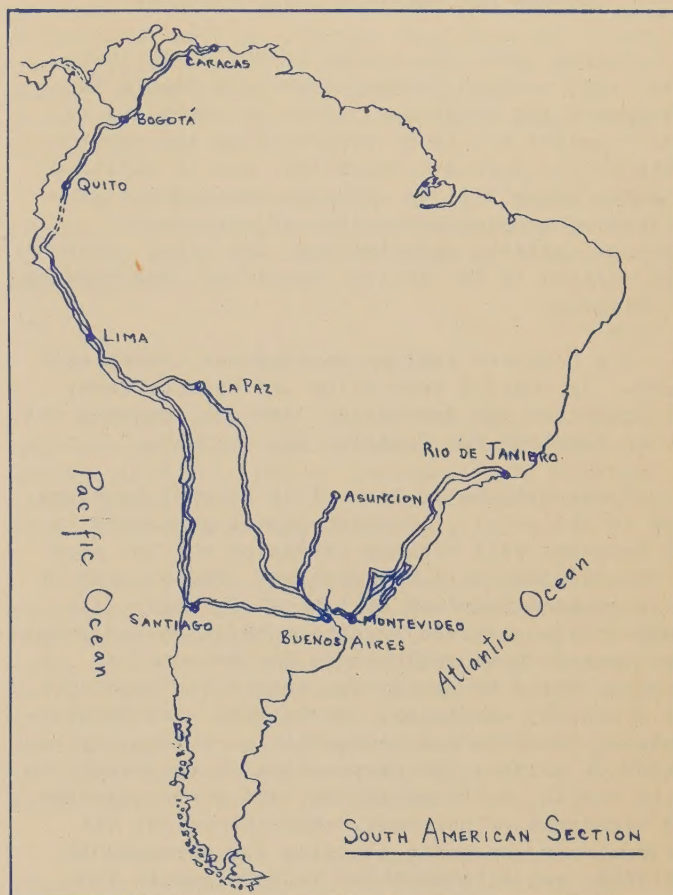
Motoring is possible within all of the Central American countries, but the only two capitals so far linked by a motor road are Guatemala City and San Salvador, a distance of about 175 miles. Construction in Panama is advanced to within 50 miles of the Costa Rican border, but it is not possible to drive thru from the Canal to San José, the capital of Costa Rica.

In South America there is a highway running from Caracas (Venezuela) thru Bogotá (Colombia) to Quito (Ecuador) and then out to the west coast at Guayaquil (Ecuador). This is known as the Simón Bolívar Highway. There is also a transcontinental highway from Santiago (Chile) to Buenos Aires (Argentina) and an east coast road from Buenos Aires north thru Montevideo (Uruguay) to Rio de Janeiro (Brazil).

In two years Peru has spent 80 million soles on her roads, which run not only north and south (the Pan American Highway section) but eastward over the Andes to the headwaters of the Amazon.

Chile's section of the Highway is open thru-out; Bolivia's is also. Because the road over the Andes from Chile to Argentina going over the Uspallata Pass, 12,600 feet above the sea, is closed by snow seven to nine months out of the year, alternative routes are being sought. Argentina has done wonders in opening up her hinterland, for the pampas offer few difficulties to road construction. According to reports from South America, about 80 percent of the Pan American Highway is all-weather and paved road. The balance is dry-weather, with no trails to widen to roads except in Colombia and Ecuador.

The most difficult task remaining is the opening of the bottleneck south of Panama to the Colombian border. This is a distance of some 300 miles of jungle land, the interior of which was not known until the fall of 1940 when the adventurous young high-school teacher of Charlotte, North Carolina - Richard A. Tewkesbury - returned from his solitary, winning battle with the jungle. [See *American Magazine*, April 1941, or *Reader's Digest*, June 1941.] "His notes, maps, and speci-



mens," remarked Stephen James, director of the Pan American Highway Confederation, "have given us our first clear idea of what the jungle is like. We know now that a road can be pushed thru it."

SPEAKER SERVICE

Among the services of *Time* magazine is one which should interest groups planning programs on Latin America. Any club, organization, or school in need of suggestions for speakers well qualified to lecture on Latin American subjects may make inquiry of the Bureau of Special Services of *Time*, which has brought together information on 650 speakers available in every part of the country.

Groups asking for assistance in locating a speaker should inform the Bureau of the particular topic they wish to have discussed, the date they have in mind, the sort of speaker they prefer, and the fee they can afford to pay. Checking thru the files then, the Bureau selects six to ten speakers who meet the requirements and sends to the person making inquiry the information slips about these people. *Time* does not make engagements for the speakers. It merely gives information as to how one may get in touch with several, leaving it to the groups to work out their own arrangements with the one of their choice. The address for this service is *Time*, Inc., Time and Life Building, Rockefeller Center, New York City.

EIGHTH PAN AMERICAN CHILD CONGRESS

In May 1942, the second to the ninth inclusive, will be held in Washington the Eighth Pan American Child Congress. Official delegates to this Congress are to be appointed by the governments of the American republics, and in addition to these there will be numerous individuals participating as representatives of government agencies, private associations, and other interests related to the health, education, and welfare of children.

The Congress will be divided into three sections: (1) Health Protection and Medical Care; (2) Education and Recreation; and (3) Economic and Social Services for Families and Children.

There will be at least five general sessions, open to the public, at which papers presented to the Congress will receive attention and the work of the sections will be reported. The program of these general sessions will be as follows: (1) goals of the Americas for their children and progress toward these goals since the Seventh Pan American Child Congress; (2) scientific basis for child health, education, and welfare, and developments in research and demonstration in the various fields of action; (3) preparation of personnel for child health, work, education, and social service, and standards of personnel administration; (4) national and community planning for services to children, and relationships between public and private agencies and central and local governments; and (5) methods of inter-American cooperation in promoting health, education, and welfare of children.

Further details and regulations may be obtained from Mrs. Elizabeth S. Enochs, Director, Inter-American Cooperation, Children's Bureau, U. S. Department of Labor, Washington, D. C.

MEETING FOR INTELLECTUAL COOPERATION

The Conference of the Committees on Intellectual Cooperation of the American states which was held in Havana, November 15-25, in addition to the successful carrying out of its own program, was a not unimportant step in the organization of Latin American intellectuals to combat Nazi propaganda in those countries.

The political significance of the Conference arises in part from the fact that one of the first acts of the Nazi invaders on entering Paris was to take possession of the Institute of Intellectual Cooperation and to attempt to use it as a means for influencing the corresponding institutions in Latin America. The Institute was created by the French government for the purpose of taking over the secretariat of the organization of Intellectual Cooperation of the League of Nations. The French government had been contributing for the maintenance of the Institute some three million francs a year, along with contributions from other

nations. Fritz Berber, director of the Institute for Foreign Policy Research in Berlin, and now reported to be one of Ribbentrop's chief political advisers, attempted to establish continued relationship with Latin America under the camouflage of the old organization. This effort failed, and to a degree which is most reassuring. All the Latin American states, with the exception of Paraguay, were officially represented at the Havana meeting, and so keen was the interest in denouncing Nazism, Fascism, and the like, that this phase of the Conference tended for a while to interfere with the more practical projects on the program. Never was totalitarian despotism more sincerely and heartily denounced than at the Havana conference, and practically all the declarations and resolutions contained a clause asking for the immediate and close attention of their governments to the unanimous conclusions reached in the course of the week's discussion.

The chief decision taken by the Conference of the Committees on Intellectual Cooperation was its resolution in favor of establishing an emergency center for communication and correlation, in an American country. Organization and oversight of its work were entrusted to an Inter-American Committee composed of seven members representing Argentina, Brazil, Chile, Cuba, Mexico, Uruguay, and the United States for which James T. Shotwell was chosen, and also with three advisory experts representing Cuba, Mexico, and the United States for which Malcolm W. Davis was designated. This Committee is to meet in New York early in 1942 to consider possibilities as to location and methods of work.

Emphasis was laid likewise, in the Conference discussions, on the valuable services of the Office of Intellectual Cooperation in the Pan American Union.

The conclusions of the Conference concerning inter-American intellectual relations as a whole covered too wide a range to be described in detail. In general they fell into two main classes: those asserting and emphasizing the conditions of intellectual freedom, and those dealing with practical measures for actually carrying out international cooperation between the various countries of Latin America as well as with the United States. The extent of isolation in Latin America itself is a problem of which even the delegates themselves had not been fully aware until the week's discussion showed a lack of mutual understanding on matters of common interest.

The general resolutions dealt with such subjects as were summed up in the conclusions of the round table. They concerned defense of freedom of speech, study, teaching, and writing, in contrast to régimes of suppression and of totalitarian tyranny, and they advocated aid to exiled or imprisoned intellectuals. They affirmed the bases of cooperation in the cultural field to be those of liberty, the scientific spirit, and universality.

The desire for maintenance of international scholarly and scientific societies, disrupted temporarily by the war, was emphatically expressed. Among the many other resolutions it is of interest to mention those favoring the creation of Divisions of Cultural Relations in the Ministries of Foreign Affairs to all American countries, exchanges of publications and of lists of translations in the American languages, facilitation of library services and study, development of educational film institutes and interchange of materials, improvement of Inter-American radio services, collaboration in the fields of the arts and music, increased opportunities for students and teachers to work in American countries other than their own, and projects for a prize-award history of the Americas and for an Inter-American Review.

The final texts of these resolutions may be obtained by writing to the following address: Carnegie Endowment for International Peace, Division of Intercourse and Education, 405 West 117th Street, New York City.

A most important inter-American conference is the meeting of the Foreign Ministers of the American Republics in Rio de Janeiro which began January 15. The problems considered were those arising from the participation in the war of the United States and other republics of this hemisphere.

NEW DIVISION

A Division of Inter-American Educational Relations has been established in the United States Office of Education. It is headed by John C. Patterson.

Activities of the U. S. Office of Education in this field include the exchange of professors, teachers, and students between the United States and the other American republics, in cooperation with the Department of State. It also provides for the preparation and distribution of materials in the inter-American field, the lending of materials on Latin America thru its Information Exchange on Education and Defense, and the evaluation of credits and other assistance to students from schools and universities in the other republics by the Division of Comparative Education. Exhibits of teaching materials - books, maps, films, handicrafts, pictures, etc. - in the inter-American field are also prepared by the Library Service Division. The U. S. Office of Education program also calls for the development of demonstration centers in inter-American education in a number of schools and colleges thruout the country.

The Office works in cooperation with the Department of State, the Office of the Coordinator

of Inter-American Affairs, the Office of Foreign Agricultural Relations in the Department of Agriculture, as well as with the Pan American Union, the National Education Association, the American Library Association, the American Junior Red Cross, and other organizations interested in the inter-American field.

For further information address the Division of Inter-American Educational Relations, U. S. Office of Education, Federal Security Agency, Washington, D. C.

PORTINARI MURAL

Señor Candido Portinari, Brazilian artist regarded as one of the foremost painters and muralists of the Western Hemisphere, is painting a four-panel mural in the Hispanic Foundation section of the Library of Congress.

Thru an arrangement between the Brazilian government and the Office of the Coordinator of Inter-American Affairs, Brazil is meeting half the cost, as a gift to the United States government, and the Office of the Coordinator of Inter-American Affairs is paying the remainder. Details were arranged thru the Committee for Inter-American Artistic and Intellectual Cooperation of which Henry Allen Moe is chairman.

The mural will consist of four panels covering seven hundred and fifty square feet of wall space. It is titled "The Work of the Spanish and Portuguese in the New World." Panel one is subtitled "The Discovery of the New World"; panel two, "Entrada - the Spanish, the Negroes, and the Indians"; panel three, "The Educational and Religious Work - the Missionaries"; panel four, "Economic Exploitation." The mural is heroic in scale and seminaturalistic in technic.

Señor Portinari is well known in the United States. Exhibits of his work have been sponsored by the Museum of Modern Art in New York City, the Riverside Museum, and the Detroit Art Institute.

The Library of Congress project originated in a query from Archibald MacLeish, Librarian of Congress, to Señor Portinari, asking if he would be interested in painting the mural. The drawings were approved by Mr. MacLeish, Lewis J. Hanke, and Robert Smith of the Hispanic Foundation, the Architect of the Capitol, and Dr. Moe's Committee, acting for the Office of the Coordinator of Inter-American Affairs.

AMONG US readers who attend the AASA CONVENTION IN SAN FRANCISCO, February 21-26, should consult the Official Program for notice of meetings, consultation services, and exhibits on Latin American topics.

RADIO-ESCUELA DE LAS AMERICAS

HOSPITAL ADMINISTRATION TRAINING

The Radio-Escuela de las Américas, broadcast daily as an aid to classroom instruction by the Columbia Broadcasting System in cooperation with the National Education Association, began its second year as a program of international education in October 1941. *Teacher's Manuals*, printed in English, Spanish, and Portuguese, are in the hands of some 300,000 teachers in the current year.

Monday thru Friday the following programs are available by the North and South American networks of the CBS:

Americans at Work - Every Monday

This aid to economic geography, occupational guidance, and other social studies, dramatizes vocational careers on both continents with emphasis upon the problems and achievements of the workers.

Music of the Americas - Every Tuesday

This supplement to classroom and school assembly music presents both folk and art compositions. Religious and patriotic music, love songs, grand opera, and dance rhythms of past and present are among the features.

New Horizons - Every Wednesday

This dramatization of New World history, used by geography, history, and natural science classes, is produced in cooperation with the American Museum of Natural History, and depicts the dramatic development of the New World from the conquistadores to the currents of modern history.

Tales from Far and Near - Every Thursday

This aid to the teaching of modern literature in the elementary and junior high-school grades every Thursday features the fiction and fact principally of recent writers. The productions are all dramatic and musical in character.

This Living World - Every Friday

An aid to current events, government, and history, this broadcast is presented in cooperation with the New York City schools from which senior high-school students of the social sciences broadcast discussions in connection with each program. Wherever teachers wish to participate in the program, the discussions of local students may be substituted on local stations for the network participation of the New York City students.

The Radio-Escuela de las Américas will be demonstrated at a general session of the seventy-second annual convention of the American Association of School Administrators at San Francisco, Wednesday, February 25. Address the Educational Department, Columbia Broadcasting System, 485 Madison Avenue, New York City.

Institutes of the American College of Hospital Administrators have extended into Latin America, and the *A.C.H.A. News*, organ of the College, reports that further institutes are to be promoted in Central and South American countries. The general project is for a representative to go thru South America and find out where it would be best to develop the institutes for hospital administration.

WORK CAMPS

For the past eight years the work camps of the American Friends Service Committee have been functioning and proving their worth. Now thru the efforts of a few far-sighted individuals new locations for the summer work camps have been tried south of the border.

The Quaker committee has established camps in various parts of the United States where college students may spend a summer working with the people, contributing to the solution of community difficulties, and at the same time learning for themselves the sociological problems of the area. Camps have been successful in the mining district of Pennsylvania, the Tennessee Valley, the Delta region of the Mississippi, and several other locations where social problems are manifest. The students participating in this work have been selected by the Friends Service Committee as leaders in their schools so that after their weeks of work the knowledge they have gained will be taken to fellow students.

Seeing the value of these projects in the establishment of genuine human appreciations, Clarence Senior, a teacher at the University of Kansas, began a work camp for United States college students in the state of Torreon, Mexico, where the ancient, communal land-owning practices of the Aztecs were installed five years ago to bring almost immediately a new type of prosperity to the peons.

For three summers Mr. Senior has led a group of young men and women in the Torreon project of building adobe schools, a cotton gin, and establishing rural medical service and recreational grounds. Last summer he had 82 students from 32 colleges and universities. At first, Mr. Senior reported, the eyebrows of many a native Mexican rose skyward with suspicion, but before long the peasants realized the Americans were really there to work. They worked as unskilled laborers, mixing straw and mud into adobe with their feet, carrying rock and sand, digging ditches, and clearing the land. The women students worked in the rural medical service and acted as playground supervisors.

During one week of the project the students devoted all their time to study of the problems of Torreon and attended lectures on Mexican

history and government. Further study terminated the summer when the group attended lectures in Mexico City.

Next summer Mr. Senior hopes to divide the student group into three sections, one continuing the work at Torreon, another working on land rehabilitation and soil conservation at the watershed in the Valley of Mexico, and the third possibly demonstrating mosquito control in Vera Cruz where malaria is a serious problem.

Encouraged by the success of this Mexican work camp the American Friends Service Committee sent a group of twelve students to Puerto Rico last summer to help build a school outside San Juan. It is possible that the project will be extended to other Central American countries. The address of the Friends Service Committee is 20 South 12th Street, Philadelphia.

AMERICAN EDUCATION WEEK, 1942

Representatives of the four national agencies sponsoring American Education Week - the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers - met in November 1941 and outlined the following program for American Education Week, 1942:

Education for Free Men

(Daily topics)

Sunday, Nov. 8	Liberates the Human Spirit
Monday, Nov. 9	Prepares for Useful Work
Tuesday, Nov. 10	Enriches Community Life
Wednesday, Nov. 11	Develops Loyal Citizens
Thursday, Nov. 12	Improves Human and World Relations
Friday, Nov. 13	Creates Sturdy Character
Saturday, Nov. 14	Builds Physical Fitness

An announcement in the Puerto Rico *School of the Air Bulletin* is of interest: "The schools of Puerto Rico join with the schools of the continental United States during American Education Week to reaffirm their faith in American democracy."

EAST INDIES INSTITUTE

A new organization called East Indies Institute of America has been formed as a nonprofit membership corporation dedicated to the promotion of studies and research pertaining to the Malay Archipelago, the Malay Peninsula, the Philippine Islands, and regions culturally connected with them. It is "to serve as a bond of union among scholars and cultural institutions in the United States and in the East Indies for purposes of collaboration and combination of information and research."

The Institute's Board of Directors, comprising most of the members of the original initiating

committee, consists of Adriaan J. Barnouw, Columbia University, New York City - President; Ralph Linton, Columbia University, New York City - Vicepresident; Margaret Mead, American Museum of Natural History, New York City - Vicepresident; Claire Holt, New York City - Secretary-Treasurer; Edwin R. Embree, The Julius Rosenwald Fund, Chicago, Illinois; Cora Du Bois, Sarah Lawrence College, Bronxville, New York; and Robert Heine-Goldern, American Museum of Natural History, New York City.

Points on the Institute's immediate program include the organization of a survey of resources available in the United States for the study of East Indian cultures; the publication of monographs on selected subjects pertaining to East Indian culture and history; organization of lectures and of comprehensive exhibitions on East Indian art; securing funds for scholarships and fellowships for students of the East Indies in the fields of humanities and sciences; mediation between American learned institutions and individual scholars and those of the East Indies for the furtherance of collaboration in study and research.

The publication of a journal or a bulletin will be considered at a future date. Details as to the Institute's objectives and its membership regulations are available upon request. Address East Indies Institute of America, 15 West 77th Street, New York City.

SPANISH-SPEAKING CLUB

At the Language Center, Steinway Hall, 113 West 57th Street, New York City, was inaugurated this winter a Spanish-Speaking Club which meets weekly on Wednesdays from 8 to 10 p.m. The purpose is to promote a study of Spanish by hearing and speaking as well as to acquaint interested persons in the geography, history, and culture of Latin America. A short lecture about the republics to the South is given by an invited speaker. A discussion period follows the lecture and questions asked by the audience are answered by the lecturer. Finally, small groups are formed for conversation with one another under the supervision of the native instructors of the Language Center. Only Spanish is spoken during the two hours. Often guests from Mexico and Central and South America are invited to the meetings to participate in the Spanish conversation.

SOURCE OF LATIN AMERICAN LITERATURE

Teachers of Spanish and Portuguese in the Chicago area are encouraged to use the Pan American Council, 84 East Randolph Street, Chicago, as a source of supply of literature in those languages for their students. A number of magazines are available at cost and there is a small amount of free literature. A number of books in Spanish and Portuguese are available for loan to members of the Council.

NEW STUDENT INTERCHANGE

Ten students in the United States will soon be selected for a one-year scholarship in colleges of the other American republics, under the "Roosevelt Fellowship" program. The fellowship project, sponsored and financed by the Office of the Coordinator of Inter-American Affairs, provides for an annual exchange of students, ten going from the United States to other American republics and twenty coming to the United States - one from each of the republics. A list of these visiting students from other countries may be obtained from the Office of the Coordinator of Inter-American Affairs, Department of Commerce Building, Washington, D. C.

LOCAL ACTIVITIES

Thru the *Detroit Education News* has come the report of the work of a fourth-grade class in Latin American studies. A unit, correlated with science and entitled "Out Neighbors," was culminated by the presentation of a street scene in Mexico.

Every child in Grade 4A who could costume and identify himself as a character typical of that colorful land took part. There were tortilla makers, water carriers, ice cream venders, candy sellers, peddlers of fowls, caballeros, as well as gay señors and señoritas. In preparation for the final event color and costume design was studied in the art room, the gay music of Mexico was rehearsed in the music room, a Mexican dance was learned in health education class, and poems and stories of the neighboring land were read in literature.

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The Reporter of the Greater Cleveland Council for the Social Studies brings this account of an elective in Latin American history in Rocky River High School:

"The text is *The History of Latin America* by Webster and Hussey. It is being used widely in other states. Our experience is that the early chapters duplicate partially the student's knowledge of the period of exploration and conquest. Our approach, however, is from the angle of present need for the study and we rely largely for our sources on current materials.

"We begin our work by using the encyclopedia, atlas, texts, and other sources to get as much material as possible on each country. We pay particular attention to population, ... education, number and type of schools, literacy, ... topography, climate, resources, exports, imports (to and from whom), and size. This latter we state comparatively, as Peru is twice as large as Texas.

"The next step is the assignment of reading material and reports which may apply to particular countries, to regions, or generally to all Latin America. By our system of reports we are discovering and compiling problems which help us in planning our study programs.

"A class committee carries on another phase of our work. One member lists available, appropriate pictures; another schedules available, worthwhile travel talks; another handles the federal publications contacts. We've seen and heard one illustrated talk on Mexico. Several people have agreed to give us the benefit of their recent travels in Latin America.

"Each member of our classes is being assigned some student in a neighbor country with whom to correspond. This work has been slow and no results to date are available.

"Our school librarian has been of inestimable aid to us, and the public library has checked all the listings of the Pan American Union...and governmental agencies."

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In order to broaden the scope of Pan Americanism in New England, and to carry out some of the principles of a good neighbor policy, the Spanish class, under the direction of its teacher, Helen S. Christensen, sponsored Pan American Week at the Keene Teachers College, Keene, New Hampshire, the week of December 8-12, 1941. This was the first program of its kind in that section of the state.

The exhibit was arranged with the hope of developing a better understanding and appreciation of the other Americas, and instilling within the people the need at this critical period for hemispheric solidarity.

The Spanish class had complete charge of the regular Monday morning chapel program and presented a one-act play, "Over the Coffee Cups."

The extraordinary success of the play and the exhibit was due to the conscientious efforts of the entire class. Handicraft was loaned by members of the class, townspeople, and many others. The flags of the Pan American nations were made with unbleached muslin and painted with tempera colors. Silk American flags were loaned by the local branch of the American Legion Post. Advertising posters made by members of the class were placed in conspicuous places on the campus the week previous to the exhibit. The programs, which were distributed to all attending the exhibit, were folded combination program booklists listing Pan American literature and where it may be found. The folder was decorated with various Pan American flags and colored by several members of the class.

NEWS FROM AMERICA SOUTH

FROM NIGARAGUA



At American University in Washington, D. C., is a student from Nicaragua, Eduardo Montealegre C., who was chosen by his government to be an exchange student in the United States. He has generously contributed a letter addressed to readers of AMONG US.

"I have had the opportunity of watching and feeling the new and friendly attitude of the people of the United States toward our countries and I have witnessed the rising consciousness of our solidarity and of our common fate and interests. Because I am aware that our better understanding and goodwill have to be based upon a greater knowledge of our respective customs, resources, problems and ideologies I am happy to contribute to AMONG US.

"Nicaragua is a relatively little country of just about 60,000 square miles and about 1,500,000 inhabitants. Its capital is Managua City located on the shore of the beautiful 'Xolotlan' Lake. Managua was altogether destroyed by an earthquake in 1931 but in ten years has been rebuilt in a modern and comfortable way....However, despite the fact that it is growing speedily (the population is now 150,000), it is one of the most colorful, picturesque and gay cities of Latin America. At present the Government is building the 'Malecon' at the Lake for health, regattas and boat trips. Managua City which is surrounded by more than six charming small lakes, has pretty parks and boulevards and presents unusual landscapes....

"In summer time the temperature of Managua is quite a bit less than that of Washington, Detroit or New York. It is neither too warm nor too cold....Only half an hour by car from the City along a good paved road are situated the cool mountains where there are hotels and private cottages.

"The main cities of Nicaragua are located near the Pacific Coast up to where the Maya's

civilization reached: Leon with numberless colonial churches and buildings; Granada on the shore of the big Cocibolca Lake, the largest lake in Latin America except Lake Titicaca between Peru and Bolivia. The waters of Cocibolca of Nicaragua reach the Atlantic Ocean by way of the San Juan River. Fighting along this River Lord Nelson of England lost his eye. This Lake and River constitute the system which will be utilized for the projected Nicaragua Canal.

"In the northern and middle parts are found the cities of Ocotal, Jinotega, Matagalpa, Boaco and others, where due to the height of the land the climate is pretty cold throughout the year.

"The East is very rich because of the many gold and silver mines, unexploited forests that possess several kinds of hard and soft woods, and first class soil suitable for raising bananas and many other tropical products.

"The most important ports are: Corinto, San Juan del Sur and Brito on the Pacific. El Bluff and Puerto Cabezas on the Atlantic.

"Nicaragua has many potential sources of power. The biggest rivers, all navigable, flow from west to east: Coco or Segovia; Matagalpa; Rama and San Juan.

"Our customs in general are similar to those of the United States. We entertain with the same kind of parties, teas, picnics, night clubs, private country clubs. We also are fond of baseball. Many of our young men are educated in the Universities of the United States.

"Nicaragua has a handicap: it has wasted its time in the past. But now that the Government of President Anastasi Somoza is working in good form, we have realized what peace means and the futility of revolutions. We have improved and we are sure that we will develop our possibilities much more.

"The principal export products of Nicaragua are coffee, gold, bananas, cotton, hard wood, cacao, sugar, live cattle, milk products, hides and skins, lard, corn, rice and beans. Approximately 60% of our trade is with the United States.

"I do not believe it is possible to describe a country, even in this rough manner, in a letter which might be already too long. I will only add that the Government takes care of the primary school which everybody is obliged to attend. Nevertheless there are private institutions that have to follow the official plans. Primary school is seven years.

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"Then we enter the secondary school. After five years of general education we get the degree of Bachelor of Sciences and Arts. Only the official colleges, called National Institutes, are able to grant the degree.

"Finally we spend four, five or seven years, depending on the field, in the University. Our University life is rather different. Ours resembles the postgraduate courses in the American Universities.

"Recently the Central University has been endowed in the Capital. It includes schools of Law, Medicine and Surgery, Engineering, Fine Arts and the like....There are schools of Medicine, Dentistry, Pharmacy and Law in León and Granada, a School of Agriculture in Chinandega, and an Experimental Center in Carazo...."

FROM PUERTO RICO



Radio programs, prepared by the Department of Education in Puerto Rico, have been closely correlated with the curriculum of the public schools. Mimeographed instruction sheets suggesting preparation and follow-up work for the classroom have been prepared for each program and have been distributed to several hundred public and private schools where radios are available.

To carry on its work in visual education the Bureau of Adult and Extension Activities (Department of Education) now has 580 educational films, many of which are recorded with sound. This equipment is available for use in all schools of Puerto Rico, both day and night, by application to the Commissioner of Education in San Juan.

Two columns were devoted to items about Latin American countries and people in the December 1941 issue of *Holland High Herald*, newspaper of the high school in Holland, Michigan.

Fifteen Panama Canal Zone teachers spent their vacation studying in the United States and in various Latin American countries last year. Mercedes Castro of the Balboa Junior High School spent eight weeks in Ecuador. George Lee, Canal Zone Junior College, was a member of the Huascaron-Maranon Expedition which spent eight weeks in the mountains of Peru and Ecuador.

FROM THE BRITISH WEST INDIES



When Virginia S. Bayack, of Trinidad, evidenced keen interest in the United States thru correspondence with the National Education Association, she was asked to send a letter addressed to the teachers of this country. This AMONG US is happy to pass along:

"Dear Friends of AMONG US,

"The name of your newsletter inspires confidence and friendliness. It gives me very great pleasure to write you something about our country.

"Trinidad, British West Indies, as you know, is a tropical island situated to the northeast of South America. Its population is cosmopolitan in nature, the colored races predominating.

"The types of education are classed as Primary, Intermediate and Secondary. Schools for primary education are for children between the ages of 5 and 14. The subjects taught are the elements of the three R's, English, Nature Study, Geography, Domestic Science, Needlework, Basketry for girls, and Woodwork for boys. The teaching of the very young is given special attention, but there are no Nursery Schools for children under 5

"Some of the primary schools are under governmental control, while a great number are divided among the various religious sects that have great influence here.

"Primary education is free.

"Intermediate schools offer the same courses of study with the addition of Algebra, Geometry and a few foreign languages. They are for children whose parents can better afford to pay monthly fees for the education of their children.

"Secondary schools offer facilities for more advanced studies; they lead up to the Cambridge and School Certificate Examinations. There are two leading colleges, one sectarian, the other governmental. To these are affiliated 6 high schools. Scholarships entitle 16 children from the primary schools every year to enter any of the colleges. Two scholarships for some university in Great Britain or Ireland are offered yearly to winners from any of the colleges.

"There is also a Training College for Teachers, who undergo a two-year course in professional teaching, after having spent three years of study at a secondary school.

"There are no universities. Students who desire to be Doctors of Medicine, Barristers at Law, etc., do so by entering universities in Great Britain, United States, or Canada....

"There are no avenues for adult education. After leaving the primary schools at the age of 14, boys learn trades as carpenters, shoe-makers, tailors, etc. Girls learn to be dress-makers, typists, saleswomen, etc., but there are no facilities for stimulating their minds towards advancement....

"Healthy diversion for the adult and the adolescent during their leisure time is a great necessity...."

The work of the Committee on International Relations of the High School Teachers Association of New York City reaches a great number of individuals. Frank J. Arnold, president of the association, reports a membership of 6500 with association activities extending to 54 academic and technical high schools, and 24 vocational high schools.

Talks, motion pictures, and general discussion were a part of the program of a state-wide international relations committee meeting in Boston, December 6, 1941. The committee functions within the Massachusetts Teachers Federation and assists teachers in the development of world-mindedness and pupil interest in international affairs.

FROM ARGENTINA



Luz Mierira Mendez is a teacher in a normal school in Parana, Argentina. She very graciously has written in response to a request from AMONG US and wishes to make further contributions to later issues. What is presented here is a translation of her letter, which was in Spanish.

"First, let me give a few of my observations about the difficulty we teachers of Argentina come up against in trying to learn about the educational life of North America, about their latest contributions in educational procedure, and the degree of similarity or disparity between us.

"Most of us as educators have learned the didactic principles of the contemporary education movement thru a study of the fundamental works of Europeans. We have been in direct contact with the ideas of Ferriere, of Ovidio Decroly and his followers, of Maria Montessori, of the German theorists, and with the established technical trends of Great Britain.

"The outstanding efforts of North America have reached us in a difficult manner - second-hand thru references and quotations from publications or translations made in Europe. In this respect no one will fail to recognize the role that Spain played up to a few years ago in spreading the ideas of some of the greatest philosophers and educators of the United States.

"*The Educational Review*, editions published under the supervision of....Professor Lorenzo Luzuriga (at present located here with us) contributed as has nothing else to familiarizing us with the names of Dewey, Kilpatrick, Parkhurst, Washburne, and so many others.

"But if at that time those mediary contacts were hardly satisfactory, today when so many circumstances have disturbed them, it is imperative that others be substituted. It is imperative that understanding and direct interchange be established without loss of time.

"It is true that the student can use specialized libraries in our federal capital

(Continued from page 11)

(where the Instituto de Didáctica de la Facultad de Filosofía y Letras de la Universidad de Buenos Aires is set up) and in the city of La Plata, where the Facultad de Humanidades y Ciencias de la Educación has worked for several years. But I want to tell you of the situation of some centers of the Interior of the Argentine Republic where numerous groups of people seriously preoccupied by the problems of education live, study, investigate, work, and write. In the cities like Tucuman, Cordoba, and Mendoza, locations of so many other central Argentine universities, the departments and institutes of education are slowly being organized and, therefore, also the corresponding bibliographical material and offices of interchange. The Universidad Nacional del Litoral, situated in the neighboring city of Santa Fe, lacks a School of Education since the one that is possessed in the city from which this is written - Parana - was transformed first in 1930 into the Superior Normal School, and later into the National Institute of Secondary Professors. The National Institute of Secondary Professors functions efficiently and is realizing an important work in preparing the professors who have to teach in our Colegios Nacionales, Liceos y Escuela Normales Nacionales. However, the Institute does not possess the indispensable means of making accessible to the future teachers an up-to-date bibliography. It would be useless to look for any North American editions in their library except those of the period of our great Sarmiento.

"No other way remains except by direct and personal acquisition and that is almost prohibited by the high cost of the United States books when bought with our money, plus the inconveniences in getting these books.

"We need a diffusion of special catalogs translated into Spanish with summaries of the content and references about authors and works. We need libraries and centers or agencies set up for an efficient distribution of these catalogs and able to give cooperative assistance in the acquisition of materials.

"I know that active steps are being made to solve these problems. Nevertheless, I believe that with respect to our material, so important to education that it permits no delay, it is necessary to begin immediately with an almost personal interrelation. It will be enough for the present that we publicize the names and addresses of the most interested persons, associations, societies, or circles in our respective countries. Their close relationship by correspondence and the reciprocal understanding of their goals or plans will signify a continuous progress in knowledge of educational research and procedure.

"The directors of our primary instruction, our educational councils, and, in general, all that are connected with the educational system wish above all else to be able to know and compare concrete questions, questions that you in North America have given special attention: rural education, social influences of the school, extracurricular activities, more exact appreciation of scholastic work and types of service, vocational orientation, etc.

"The students of educational matters, for their part, would like to be thoroly conversant with the latest theoretical orientations and with the fundamentals and values accepted by United States scholars.

"It is undeniable that in each of those two directions of interest the influence of scholarship students, whose number has increased and is increasing day by day, will help. In the past month of October a distinguished educator, our Señorita Olga Cossettini, arrived in your country on a scholarship of the Simon Guggenheim Foundation and we look for many valuable observations from her. The scholarship student signifies living reality, and the vision is transmitted with all the value of personal experience to those who are left behind. But far from being a substitute, it urges us to establish other permanent forms of interrelation.

"Let us hope that these interrelations may materialize between North America and not some but *all* the educational centers of our country."

A REQUEST FROM BRAZIL

Thru a visitor to the United States, Mr. Leo Pokorny, we have learned of a need in Brazilian colleges for books and literature explaining the democratic, cultural, geographical, and historical data of North America. Gifts of publications or bibliographies should be sent to Dr. Fraga, principal and superintendent of Colegio Guanabarra, Braca Osorio, Ipanema, Rio de Janeiro, and to Dr. Aranha, professor of geography in the same college. Both professors are also interested in arranging for an exchange of students.

The University of Denver is making tentative plans for a Latin American Workshop at the University this spring quarter to take the place of the usual Elementary Education Workshop. This would be an opportunity for teachers to develop curriculum materials, units, plans, and technics for work in the arts. They may also gain a considerable background knowledge for their teaching.

NEWS FOR THE BOOKSHELF

ENFORCEMENT OF WORLD PEACE, a twenty-page pamphlet issued as an Editorial Research Report, is a brief, factual summary under three main headings: (a) promotion of plans to enforce peace, 1915-1919; (b) League of Nations and peace enforcement; and (c) new proposals for the enforcement of peace. It is one of a series of publications prepared for editors and newspapers. Single copies \$1; address 1013 Thirteenth Street, N. W., Washington, D. C.

VICTORY, formerly known as "Defense," is the official weekly bulletin of the agencies in the Office for Emergency Management. Subscription rates by mail are 75 cents for 52 issues; 25 cents for 13 issues; single copies 5 cents, payable in advance. Address orders to the Government Printing Office, Washington, D. C.

THE ELEMENTARY ENGLISH REVIEW (address: Box 67, North End Station, Detroit, Mich.) for December 1941 contains an article of interest entitled "Children's Literature and Pan-American Relations," by Helen Gamble. The article lists forty-two books about Latin America.

YOUNG MAN OF CARACAS, by T. R. Ybarra, contains the personal report of the author's inter-American experiences in early youth. It is published by Ives Washburn, 27-29 West 57th Street, New York City. Price \$3.

MEXICO, a new magazine, is being distributed free by the Mexican Tourist Association. It illustrates the scenic beauties of Mexico. Address: Mexican Tourist Bureau, Avenida Juarez 76, Mexico, D. F.

Considerable literature is being made available by the Women's International League for Peace and Freedom on the subject of world organization for peace. Pamphlets, booklists, and bibliographies may be obtained from the National Literature Department of the League, 1924 Chestnut Street, Philadelphia.

SOUTH AMERICA AND HEMISPHERE DEFENSE is a new book by J. Fred Rippey, published by Louisiana State University Press, Baton Rouge, La. Price \$1.50.

AN INTRODUCTION TO SPANISH is a graded series of ten film strips which have been prepared by Gwendolyn Giltner for beginning Spanish students. It provides visual aid for beginners and introduces variety in the teaching program. The film strips can be used on any standard film strip projector. Address: Society for Visual Education, 100 East Ohio Street, Chicago, Ill.

THE WEST COAST OF SOUTH AMERICA is Sydney A. Clark's sequel to his earlier book on the East Coast. It gives information to travelers. Prentice-Hall is the publisher; address: 70 Fifth Avenue, New York City.

The following four references have been recently recommended to busy teachers by the NEA Committee on International Relations for the study of post-war reconstruction: **INTERNATIONAL CONCILIATION**, a monograph of the Commission To Study the Organization of Peace, which may be secured from the Carnegie Endowment for International Peace, 405 West 117th Street, New York City. Price 5 cents. **THE ECONOMIC CONSEQUENCES OF THE SECOND WORLD WAR**, by Lewis L. Lorwin, published by Random House, 20 East 57th Street, New York City. Price \$3. **THE ECONOMIC BASES OF PEACE**, by Ernest M. Patterson, published by McGraw-Hill Book Co., 330 West 42d Street, New York City. Price \$2.50. **UNION NOW WITH BRITAIN**, by C. K. Streit, published by Harper and Brothers, 49 East 33d Street, New York City. Price \$1.75. All these publications are of 1941 with the exception of the third - by Ernest M. Patterson - which is of 1939.

TRAVEL LETTERS, issued weekly for thirty-two weeks, are prepared especially for elementary classrooms. Edited and written with a continuity suitable for children, they bring together human interest information about Latin America obtained thru correspondents living in the Latin American countries. The price is 2 cents per copy, and no orders are received for less than fifteen copies weekly sent to one address. There is a 10 percent discount for cash. The letters are also available in a Spanish edition useful in second-year Spanish classes. Address: Travel Letters, 816 Wilson Building, Dallas, Texas.

HANDBOOK FOR TRANSLATORS OF SPANISH HISTORICAL DOCUMENTS, by J. Villasana Haggard and Malcolm D. McLean, contains facts about theory, paleography, and procedure in translation, special aids, abbreviations, weights, measures, monetary terms - with equivalents in English - and minute rules for transcribing documents. The price is \$1.50. Address: University Publications, University of Texas, Austin, Texas.

WALL OUTLINE MAP OF THE AMERICAS is a large, inexpensive map prepared and published by Denoyer-Geppert Co., 5235 Ravenswood Avenue, Chicago, Ill. Price 25 cents. (Other wall maps in Spanish text can be found listed in the catalog of these publishers.) Now being prepared is a new series of sixteen Hispanic American History maps, size 44 x 32 inches, edited by Herbert E. Bolton of the University of California.

THE WORLD COMMUNITY, published by the World Community Movement, began in November a series of "Letters to Katie Bell," which in the simple language spoken to a child show how steps can be taken toward world unity for the generations to come. These would be useful in classrooms for children. Address: *The World Community*, 307 Tontine Avenue, Lyndhurst, N. J.

OUR NEIGHBORS TO THE SOUTH, prepared by the National Recreation Association, is a bibliography listing references which include dances, music, plays, pageants, festivals, customs, games, party plans, and other sources of program material from Central and South America. Address: National Recreation Association, 315 Fourth Avenue, New York City. Price 15 cents.

A PAN AMERICAN CARNIVAL is a rich source of information on the folkways and recreational customs of South American countries. It is published by the National Recreation Association, 315 Fourth Avenue, New York City. Price 25 cents.

AMERICANS ALL, *Studies in Intercultural Education*, is the title of the 1942 Yearbook of the NEA Department of Supervisors and Directors of Instruction. Price \$2. Address: Department of Supervisors and Directors of Instruction, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

The PHI DELTA KAPPAN (2034 Ridge Road, Homewood, Ill.) issue for November 1941 is devoted to Pan American Intercultural Relationships. It offers many stimulating articles and contains practical suggestions for classroom and community activities. Price 25 cents.

DO THE AMERICANS HAVE A COMMON HISTORY? is the title of the paper by Edmund O'Gorman (a young Mexican historian) chosen for Number 3 of *Points of View*, issued by the Division of Intellectual Cooperation of the Pan American Union. This challenging thesis is an answer to an address made by Herbert E. Bolton, entitled *The Epic of Greater America*.

The first volume of NETHERLANDS NEWS is now completed and a Cumulative Index is provided as an index to everything published in the pages of *Netherlands News* from its inception to date. A special supplement appeared in December 1941 entitled "Facts and Figures on the Netherlands Navy." Address: Netherlands Information Bureau, 10 Rockefeller Plaza, New York City.

PAN AMERICAN FLAGS AND COATS-OF-ARMS is a preparation by Henry Gray of pictures and histories of flags and coats-of-arms of all the American republics. Address: Educational Research Bureau, 1321 M Street, N. W., Washington, D. C.

Charles Scribner's Sons, 597 Fifth Avenue, New York City, list the following books suitable for school use in Latin American studies: WINGS AROUND SOUTH AMERICA, by Alice Dalgliesh

(1941 - \$2.50 - a 14,000-mile trip by airplane giving glimpses of cities, villages, people, schools, and South American life - Grades V to XII); OUR CLASS VISITS SOUTH AMERICA, by Frederick H. Law (1930 - \$1.20 - a geographical reader for Grades VII to IX); INDIAN TALES FROM GUATEMALA, by Marie H. Jessup and Lesley B. Simpson (1936 - 76 cents - folk tales from the Indians in northern Guatemala - Grades IV to VI); MAN IN NATURE: AMERICA BEFORE THE DAYS OF THE WHITE MAN, by Carl Sauer (1939 - \$1.20 - especially valuable are Unit 12, "Farmers of the Tropical Forest," and Unit 13, "The Farmers and Town Builders of Mexico and Central America" - Grades III to V).

South American educational aids are the specialty of *Latin American Village*, El Monte, Calif. Altho the materials are somewhat expensive they seem to be prepared with great care and discrimination. ILLUSTRATED CHARTS AND MAPS OF LATIN AMERICA, size 28 x 22 inches, handmade in color on heavy, waterproof, fourteen-ply cardboard, costs \$75. These maps are kept up to date each month with the publication of LATIN AMERICAN NEWS which brings information regarding trade, education, the arts, transportation, and political changes of the countries of the Western Hemisphere. FLAGS OF THE AMERICAS, a set of twenty-one flags 12 x 18 inches on staffs 33 inches in length, costs \$21. A set of the national anthems is included. SOUTH AMERICAN POSTERS, imported from South America, are \$1.50, \$2.50, and \$3.50. SOUTH AMERICAN FOLKLORE TALES, each story separately bound, sell for \$18. Several other items are available, a list of which would be sent upon request. Address: *Latin American Village*, 121 Monterey Avenue, P. O. Box 231, El Monte, Calif.

NEW YORK STATE EDUCATION, official journal of the New York State Teachers Association, presents its December issue on the topic: "Educating for Inter-American Understanding." This issue is the best available summary of what has happened and is now developing in the field of Latin American education. Articles by Nelson Rockefeller, Stephen Duggan, Ricard J. Alfaro, Joshua Hochstein, and Henry E. Hein are among those included. The journal is recommended particularly to editors of professional magazines as an illustration of the type of information needed both by classroom teachers and by administrators. Address: 152 Washington Avenue, Albany, N. Y.

The Department of Education of the University of Denver has become a depository and distributing center for materials dealing with methods and resources for the teaching of Latin American studies in the elementary and secondary schools.

SPECIAL LIBRARIES, official journal of the Special Libraries Association (31 East Tenth Street, New York City), has given space in the December number to libraries in Brazil, Latin American newspapers and propaganda, and the librarian's problems in providing inter-American publications. A committee of that association is preparing a guide to special library resources in Latin America.

RESOURCE PACKETS for secondary-school teachers and students on "The United States and Latin America" and "The United States and the Far East" are available at the American Council on Education. The packets which contain ten items each - nine new authentic pamphlets plus a specially written syllabus for the teacher - have been selected by the Committee on Materials for Teachers in International Relations of the American Council on Education with the assistance of the Foreign Policy Association and the American Council of the Institute of Pacific Relations. The complete unit sells at \$1.50 in the case of either packet. Address: American Council on Education, 744 Jackson Place, Washington, D. C.

Two publications have just been issued by the Commission To Study the Organization of Peace: **THE ATLANTIC CHARTER**, a comparison of the Roosevelt-Churchill Charter with the Preliminary Report of the Commission; single copies free, 100 copies 75 cents, 1000 copies \$6. **COMMENT ON THE EIGHT-POINT DECLARATION**, an analysis of the Charter, point by point, with study questions and references; single copies 5 cents, 100 copies \$4.50. Address: Commission To Study the Organization of Peace, 8 West 40th Street, New York City.

INTER-AMERICAN FRIENDSHIP THRU THE SCHOOLS, prepared by Verna A. Carley for the U. S. Office of Education, is an excellent survey of school activities in this country, curricular and extracurricular in Latin American studies. Replies of school administrators to a questionnaire form the basic information for this bulletin of sixty-one pages. Address: U. S. Government Printing Office, Washington, D. C. Price 15 cents.

WAYS OF DICTATORSHIP, by Chester S. Williams (and edited by John W. Studebaker), tells simply in ninety pages with photographic illustrations how dictators gained power in other nations, how they menace America, and what we must do to defend our freedoms. Address: Row, Peterson and Co., 1911 Ridge Avenue, Evanston, Ill.

EDUCATION UNDER DICTATORSHIPS AND IN DEMOCRACIES is Pamphlet No. 15 of the Education and National Defense Series of the U. S. Office of Education. It is written to enlighten school administrators and teachers of what is happening in the schools both here and abroad. Address: U. S. Government Printing Office, Washington, D. C. Price 15 cents.

ECONOMIC NATIONALISM IN LATIN AMERICA, by Richard F. Behrendt, is the first of a series of short papers under the general title of *Inter-Americana* being prepared in the School of Inter-American Affairs, University of New Mexico, Albuquerque, N. Mex.

BRAZILIAN FEDERAL PUBLICATIONS 1930-1940, by Charles A. Gauld of the Library of Congress, is intended as an analysis and description of the major Brazilian government publications since President Getulio Vargas came to power late in 1930. It is published by the Brazilian Section of the Latin American Economic Institute, Room 401, 24 Federal Street, Boston, Mass.

FOREIGN COMMERCE WEEKLY, published by the U. S. Department of Commerce, includes a summary of economic conditions in various foreign countries. The January 10 issue presents an article by Laurence Duggan entitled "Foundations of Inter-American Solidarity." The gist of his article is that the foundations of relations must be based upon "respect for sovereignty and cooperation for common benefit rather than on a shifting sand of momentary expediency." Address: U. S. Department of Commerce, Washington, D. C.

THE CIVIC LEADER, a publication of the Civic Education Service (744 Jackson Place, Washington, D. C.), often suggests material on planning for the post-war world. The January 26 issue lists a number of citations, particularly those of the Foreign Policy Association. Single copy of **THE CIVIC LEADER** free on request; subscription 75 cents a year.

NEW LITERARY CONTEST

Farrar and Rinehart, publishers, have announced a new contest for Latin American writers, similar to that offered during the past year. The prizes will be \$2000 for the best novel, \$2000 for the best work of nonfiction, and \$1000 for the best children's book. The contest is open to any writer who is a citizen of the Latin American republics or Puerto Rico. Competition will run until September 1, 1942, and winners will be announced not later than March 1, 1943.

First-prize winner of the previous competition was *Ciro Alegria*, a young Peruvian, whose prize-winning book, *Broad and Alien Is the World* has recently been released from the press. (See review on page 16.)

The Pan American Union is cooperating with Farrar and Rinehart in this contest. For further information address the Division of Intellectual Cooperation, Pan American Union, Washington, D. C.

SPECIAL BOOK REVIEWS

In response to a request by the editors of AMONG US, publishers have submitted copies of their books about Latin America for review. These reviews by Mildred Small Allen and Frank W. Hubbard are an attempt to state an unbiased opinion of the value of the books to teachers.

Occasionally a contest produces something of lasting value. This is true of the book *Broad and Alien Is the World* - the first-prize winner in the Latin American Prize Novel Contest. It was written by Ciro Alegría, a Peruvian resident of Chile, who has written of things he has seen and known. The novel was published in 1941 by Farrar and Rinehart (New York); 434 pages; \$2.75.

The story centers around the rural village of Rumi, high in the mountains of Peru. Here the Indians lived a simple industrious life under the wise leadership of their mayor, Rosendo Maqui. They did not covet the lands of the large ranchers but they did prize their freedom. The ranchers, on the other hand, wished to reduce the Indians to peonage. To do this they had to deprive the villagers of their lands, forcing them to accept employment in the mines and coca fields. At first the Indians resorted to the courts to resist the illegal claims to their fields but corruption of public officials resulted in a steadily losing struggle. Some of them fled to alien communities; others sought employment with the rubber collecting companies in the jungle; but the majority withdrew to the uplands and built another community. Gradually they were forced into armed resistance which brought their futile efforts to an abrupt end. (Any similarity to the history of the Indian in the United States is not only familiar but unpleasant!)

Ciro Alegría has written a direct simple account. In some respects the story resembles *Grapes of Wrath* - the struggle of the underprivileged to save themselves from economic slavery. But the details of primitive wisdom and folklore provide a depth of portrayal resembling that found in *The Good Earth*.

Those who prefer glamorized tales of Indian life and of the march of the white man's civilization will do well to read other books. Those teachers and other adults who want to have a realistic picture of the impact of European culture upon Indian life (not forgetting what happened to the Indian in the United States) will find the book highly informing.

F.W.H.

February is the comfortable time to begin making plans for a trip during the summer. If Mexico is to be your destination, there is hardly a guidebook more interesting for armchair recon-

naissance or more valuable to carry under your arm on the way than *OFF TO MEXICO* by Leone Moats and Alice Leone Moats. An enchanting book it is with colored picture maps, drawn by Matias Santoyo, and a gay, informal style. At no cost to accuracy and detail is this informality, either, for it is a style engendered of real knowledge and enthusiasm.

The authors have lived in Mexico and seemingly have explored the country. Their suggestions would satisfy the tourist-in-a-hurry, the year-after-year-visitor, or the stay-at-home-dreamer who would "give his eyeteeth to go." The text gives information on when to make which excursion, how long it should take, what kind of things are to be seen, and often the historical interest of places told in anecdote. Hardly any permanent, worthwhile landmark is missed along the way. And one must eat in the villages; helpful it is to know what to expect.

Perhaps this reviewer is so enthusiastic about the guidebook because the authors seem to have caught the color and romance she also felt in Mexico, and they have selected the best with such a discriminating sense of values.

OFF TO MEXICO is divided into ten chapters, each dealing with a different section of the country. Routes, means of transportation, regulations, and requirements compose the appendix - along with a section of classified phrases in Spanish that are planned to help the visitor secure what he needs in a polite, friendly way.

Charles Scribner's Sons published the book in 1940. The price is \$3 - well spent.

M.S.A.

To see landscape, edifice, ruins, arts, crafts, and daily life in Guatemala without knowing the richness of a culture which began four centuries ago is to miss the greatest thrill of travel in that land. Nearly one-half the volume, *GUATEMALA, ANCIENT AND MODERN*, by Joaquin Muñoz and Anna Bell Ward, is descriptive of the ancient civilization in America. Several chapters are completely devoted to it, and no part of the book seems to lose its grasp on the tie that brings together what has been with what now is.

Here again are authors qualified to write. Mr. Muñoz is a Guatemalan who is connected with the Clark Travel Agency in his native land; Miss Ward is the veteran traveler who has seen Guatemala with a keen mind and artistic appreciation.

Anything one would need to know to make a safe, comfortable, exciting, and successful journey is related. As a guidebook interesting to read it lacks the sparkle of *OFF TO MEXICO*, but holds its place for the Guatemala-bound traveler if only for its appreciation of the past.

The book is \$2.50. Pyramid Press published it in 1940 in two editions.

M.S.A.